

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13WV2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mr. C. Steven Malnick

Official School Name: Monongah Middle School

School Mailing Address: 550 Camden Avenue
Monongah, WV 26554-1105

County: Marion County State School Code Number*: 047304

Telephone: (304) 367-2164 E-mail: cmalnick@access.k12.wv.us

Fax: (304) 367-2190 Web site/URL: www.edline.net/pages/Monongah_Middle_School

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Gary Price Superintendent e-mail: gprice@access.k12.wv.us

District Name: Marion County Board of Education District Phone: (304) 367-2100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Reverend James Saunders

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)
4 Middle/Junior high schools
3 High schools
0 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 11081

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	27	15	42
6	34	18	52
7	33	28	61
8	28	26	54
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			209

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
5 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 14%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1, 2011	213
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 56%

Total number of students who qualify: 117

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>1</u>
Total number	<u>28</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	96%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Monongah Middle School (MMS) was built in the rural, coal-mining town of Monongah, West Virginia in the early 1900's as a high school. Due to a fire in the junior high in the 1970's, the 7th and 8th grades were added to the high school, making it a six grade configuration school. In 1979, the high schools in northern Marion County, West Virginia were consolidated to establish North Marion High School. At that time, Monongah Middle School emerged for grades 5 through 8. Monongah is a town steeped in history, being the site of the worst mining accident in American history. Through their strength and dedication to the small-town American way of life, the people of Monongah were able to persevere.

Our school is comprised of one administrator, one counselor, 15 general educators, 2 special educators, with all of the staff being highly qualified and many holding post-graduate degrees and certifications. Currently we serve 209 students, with 95% of the population being White, 5% being Black or African American and 56% of our students being eligible for free/reduced-priced meals. We face many of the same problems as other schools in low economic/poverty conditions and we have made great strides to overcome these challenges. Although over half of our students come from less than desirable economic circumstances, we work hard with all students and parents to instill a solid work ethic and a sense of responsibility in an effort to encourage growth within our small community.

At Monongah Middle School, we strive to adhere to our mission to develop students who are healthy, responsible, self-directed, lifelong learners who have the knowledge and Global21 skills necessary for living satisfying and productive lives. The faculty of Monongah Middle takes pride in the need to prepare students for the 21st century, seeking new and innovative ways to incorporate engaging curriculum that is relevant to the ever-changing world around us. As a West Virginia school, we take part in the Global21 program that encourages schools to respond to the changes in technology, the global marketplace and significant social, political and environmental issues, with the motto: "Global21: Students deserve it. The world demands it."

Our faculty is a great source of strength. We understand that communication is essential to giving our students the best education. Our staff is frequently in contact with parents, the administration, and educators outside of the school and with each other to provide a successful and well-rounded environment for our students. We communicate with parents via Edline, our online website which posts information and grades, the school newsletter, and of course by face-to-face meetings and telephone to ensure that parents are kept aware of how their child is doing.

We have a common team planning period at each grade level. During this time, teachers work as a team to discuss and collaborate on student concerns. Students who need additional help are targeted and a plan is formulated to help those students. Disciplinary concerns are also addressed. At this time students may be called in to discuss these concerns with the team of teachers. Many times this has made a major impact with our students. This procedure has stopped many concerns before they became disciplinary problems. We also use this time to meet with students who are doing well, to encourage continued success. These students are amazed that their teachers care enough about them to do this.

Our dedication to the advancement of our students has not gone unnoticed. The past two years, Monongah Middle School has been recognized as a West Virginia Exemplary School. In order to obtain this status, schools are selected by the state department of education based on their academic success on the state-wide standardized test and attendance rates. According to the Office of Education Performance Audits (OEPA), "Exemplary distinction is the gold standard of education achievement." Other accomplishments for Monongah Middle School include making Adequate Yearly Progress (AYP) for the past five years. Time and again, Monongah Middle is referenced in the county as a model school. When students from

across the county have an option, we are often the first choice for in-county transfers. Our reputation has gained us much notoriety from the community.

We are excited to be in consideration for the honor of being named a National Blue Ribbon School. Recognition like this would continue to motivate and inspire our students to overcome their circumstances and would be a great honor for our small community. We are proud of our students, staff and accomplishments and are grateful for this opportunity.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The West Virginia Educational Standards Test 2 (WESTEST 2) is a custom-designed assessment for West Virginia students given in May of each year. The assessments measure a student's levels of performance on clearly defined standards and objectives and skill levels in the areas of mathematics, reading/language arts, science, and social studies. Student scores are based on test questions that have been developed and aligned to the West Virginia 21st Century Content Standards and Objectives (CSOs). The WESTEST 2 Online Writing Assessment is given in February and March and accounts for 40% of the reading/language arts score of the WESTEST 2. All students who attend a public school in the state of West Virginia are mandated to take the WESTEST 2. Those students on an Individualized Education Program (IEP) must take the test as well, unless his or her IEP states that the student should take the Alternate Performance Task Assessment (APTA).

Student performance on WESTEST 2 is based on scale scores. The student's performance level (Distinguished, Above Mastery, Mastery, Partial Mastery and Novice) is determined by examining where his scale score falls on the approved scale score ranges. Proficiency is determined by students scoring at the Mastery, Above Mastery and Distinguished levels. Each year West Virginia schools must meet target scores in math and reading in order to meet Adequate Yearly Progress (AYP) as guided by No Child Left Behind Legislation. Further data and cut scores can be found at <http://wvde.state.wv.us/oaa/>.

B. In reviewing our data tables, we believe it is important to note that in 2007-2008, the WESTEST was administered, however in the 2008-2009 school year the test was improved, creating the WESTEST 2. Therefore, data from the WESTEST 2 is what is shown in our tables for the last 4 of the 5 years. The WESTEST 2 is a more demanding form of the WESTEST. Also in 2008-2009, the online writing assessment was introduced as a part of the reading/language arts score. In 2009-2010, cut scores were adjusted to transition West Virginia to internationally rigorous cut scores. Cut scores were raised again in 2010-2011. In discussing our performance trends below, our focus is on data collected from 2010-2011 and 2011-2012 as WESTEST 2 was administered and the same cut scores were used.

In the area of Reading/Language Arts, from the 2010-2011 to the 2011-2012 school year, all grade levels saw gains in percentage of all students at or above mastery. Respectively, 5th grade students increased by 18%, 6th grade students increased by 13%, 7th grade students increased by 11% and 8th grade students increased by 18%.

In the area of Mathematics, from the 2010-2011 to the 2011-2012 school year, 5th and 8th grade students demonstrated a significant increase for percentage of all students at or above mastery. 5th grade students had a 13% gain, while 8th grade students had a 17% gain. During those same years, our 6th grade students decreased by 2% and 7th grade students decreased by 1%. Although slight losses were observed, at this time we believe that these figures are negligible when considering that our percentages in these areas were already significantly higher than the county and state. However, we do plan to monitor these areas closely in future years to intervene if it does become a trend.

In looking at the achievement gap between the test scores of all students and the test scores of Free/Reduced-Price Meals/Socio-Economic Disadvantaged students in the last five years, we have a gap of more than 10% in only seven cases: 2010-2011 RLA in the 5th grade at a 13% gap, 2010-2011 Math in the 6th grade at a 13% gap, 2011-2012 RLA in the 6th grade at a 12% gap, 2011-2012 Math in the 7th grade at a 14% gap, 2010-2011 RLA in the 7th grade at a 13% gap, 2008-2009 Math in the 8th grade at an 11% gap, and 2010-2011 RLA in the 8th grade at a 12% gap. With the largest gap at 14%, we are proud to continually work to close that gap even further. In looking at our other subgroups (African American Students and Special Education Students), it is difficult to compare the achievement levels to all students

because of our low numbers in these subgroups. For example, in 5th grade Math in 2011-2012, we had 100% achievement for our African American subgroup (this consisted of 3 students) while all of our students had a 71% achievement level. In 6th grade Math in 2011-2012, we had a 50% achievement for our Special Education Students subgroup (this consisted of 2 students) while all of our students had a 61% achievement level.

As stated above, we had significant gains at all grade levels in Reading/Language Arts and at grades 5 and 8 for Mathematics. Although we decreased at grades 6 and 7 in mathematics, the loss was not significant. Using this data and data from other assessments, our highly qualified teachers at MMS use intense data analysis to understand the strengths and needs of our students.

In an effort to close gaps seen for any child, we also utilize our Support for Personalized Learning (SPL) program. West Virginia's initiative, SPL, which has evolved from Response to Intervention (RTI), addresses the needs of most students through core instruction, provides targeted instruction for students not meeting certain criteria, while reserving intensive instruction for students with most significant needs. At MMS, we have an SPL class built in to our daily schedule in which all of our students are enrolled.

As we seek to raise the achievement levels of all students, our programs have evolved to become a part of the fabric of our daily academic culture. We continue to strive to structure our programs to assure that all students develop to their highest potential.

2. Using Assessment Results:

At Monongah Middle School, we use a variety of assessments throughout the course of the school year to help our students succeed. Prior to the students arriving, the faculty begins our school year by analyzing the previous year's WESTEST 2 data. We utilize various charts to assess how our students performed on the 21st Century CSOs in each of our content areas. Once we have disaggregated the data, we use this as a starting point in helping not only ourselves in the classroom for that year, but also to provide information to the teachers who currently have those students for that school year in working to fill any gaps.

The data found during these work days helps the teachers improve their own instruction in the classroom by looking at which CSOs they may have needed to dedicate more time towards. Our teachers are constantly looking to improve upon their instruction from the previous year and the WESTEST 2 data plays an integral part in steering their lessons for that year. Our attempts to improve our curriculum are based not only on how our students performed the previous year, but also how our incoming classes performed as well. We use the data for our current students to seek out gaps in their learning not only as a class, but also individually. When we see there is a particular deficiency, we work hard to bridge the gaps not only through class time, but also in additional time provided by our Support for Personalized Learning (SPL) classes.

Our SPL classes are part of every student's schedule. Students are identified at the beginning of the year by their WESTEST 2 scores and placed in one of three classrooms: Mathematics Re-Teach, Reading/Language Arts Re-Teach, and Math/RLA Enrichment. In the re-teach classes, teachers give the students individualized instruction based on the previously disaggregated data, as well as progress in the classroom. This is accomplished through stations, various data-driven computer programs and one-on-one instruction. The enrichment classes focus on strengthening reading comprehension and writing skills, as well as encouraging better problem-solving and mathematical skills. Students are monitored and reassessed throughout the year, then reassigned to these classes as needed when mastery of the subject is demonstrated or when a student starts to show weaknesses.

Students who may need more direct services are assisted by our Student Assistant Teams. These teams are made up of the principal, school counselor, classroom teachers, parents and at times various outside specialists. The team utilizes the student's test scores, classroom grades and behavior reports and

attendance among other data to help those students who are identified as having deficits. These teams use this data to determine appropriate accommodations to help bring these students up to grade level and gather data to determine if further testing would be necessary.

MMS also takes part in county-wide benchmarks provided by the McGraw-Hill company on its Acuity website. These benchmarks are aligned with the CSO's and assess students in all core areas, including, reading/language arts, mathematics, science, social studies and writing. Students take these tests twice throughout the year, leading up to the WESTEST 2 to help teachers reevaluate what has been mastered and to seek out areas where more instruction is needed. These benchmark scores along with class grades can be used by teachers when deciding appropriate placement for SPL classes. Parents are also notified of the students' progress on these benchmarks and given access at home on the Acuity website to see their child's progress.

The 5th and 6th grade reading curriculum, provided by Scott Foreman, includes a benchmark at the end of each unit. RLA teachers use these benchmarks to easily see what concepts have been mastered and where students may need additional training. All 8th grade students take part in the ACT Explore test to examine where they stand in relation to their peers on a national level. Teachers have access to these results to help students work on any deficits they may have and the school counselor can use these results in helping students determine how and in what areas they may need to improve academically. Students and their parents are provided with the results of these tests, including an interest inventory that uses ACT's World of Work Map to recommend careers based on the student's interests.

All parents are kept abreast of their child's progress throughout the year through Edline classroom progress reports, report cards, parent-teacher conferences, and direct teacher contact when necessary. All parents are provided with a copy of their child's WESTEST 2 results from the previous year at the beginning of the school year once they are delivered to the school. Parents are also given a written explanation of the results and are encouraged to contact the school if they have any questions. Our local newspaper also publishes schools that do and do not meet AYP in an effort to keep the community informed of each school in the county's progress.

3. Sharing Lessons Learned:

Monongah Middle School has acquired a reputation within the county and across the state as a school of excellence, being named a West Virginia Exemplary School for two years running. With this achievement has come the continued push to raise the bar for ourselves and our students, as well as inquiries about our success. The administration and faculty are constantly seeking ways to not only better our own performance in the classroom, but to also encourage the success of those around us.

Many members of our staff are members of the WV chapter of the American Federation of Teachers, including the Vice President of the state's chapter being a math teacher within the school. The strong ties to this organization have provided the school with many opportunities to provide successful strategies to teachers across the state and even across the US. Many members of our school not only take part in the AFT Summer School, but also have presented on various topics and classroom strategies while there. Most recently our Technology Representative at MMS taught a "Technology in the Classroom" to teachers from across the state this past summer.

Members of our staff also take part in various professional organizations within the county. The president of the Marion County Reading Council is a Reading/Language Arts teacher at our school. The organization, in which many staff members also belong, strives to promote reading within the county and across the state. Through her work in the MCRC, this teacher has been able to provide many professional development opportunities for teachers which relate to what we are doing at MMS. Faculty members also belong to a variety of other organizations including the honorary organization Alpha Delta Kappa, Marion County Math Cadre, RLA Academy, and the Marion County School Counselors Association. In all of these organizations, members meet with other educators from across the county (and sometimes state) at

levels ranging from pre-kindergarten through college, to share ideas and facilitate growth and improvement at all levels for all students.

At MMS, we realize we can only be as strong as our weakest link and the same holds true for our students as they transition to us and progress into the future. Therefore, we take seriously the need to not only help ourselves grow as a staff, but to also help the schools and institutions around us improve.

4. Engaging Families and Communities:

Monongah Middle School endeavors to include the families and community of Monongah and makes many efforts throughout the school year to do so. MMS is located in the heart of our town and our parents and community members know that the faculty is available at any time. We all have a common goal of seeing our students at Monongah Middle School become successful and productive citizens.

Monongah Middle School supports parenting and open communication with the parents of our students in numerous ways. Parents are kept current on the news and events at school through our school webpage. They also have access to their child's grades through our online grading system, Edline. Teachers update their online grade book at least once a week, allowing parents to stay up-to-date and their child's grades and also leaving no room for students to fall behind. Progress reports are sent home with students at the midterm of each nine weeks and a parent-teacher conference is held once at the beginning of each semester.

Parents may also reach out to teachers by calling the school, emailing or coming in for a conference. When a teacher does have concerns for a student in their class, often times they will contact the parent directly with a phone call, which facilitates parental involvement as well as demonstrates that the staff of MMS does care. In addition to the contact regarding student performance, parents receive monthly newsletters which include any upcoming important dates and activities, as well as milestones and activities that are happening in the classroom.

Parents are also notified of their child's success through our Award/Reward Ceremony that takes place at the end of each nine-week grading period. At this time students are recognized and awarded with a certificate for making honor roll, having perfect or faithful attendance, and having positive behavior (no violations or detentions). Teachers give out their own "VIP" certificates at this time at the teacher's discretion, generally based on positive behavior and effort in the classroom. For those students who truly excel, a "Student of the Quarter" certificate is given out, two per grade level. The students seem to really appreciate the recognition and are always very excited to take their certificates home for their parents to proudly display.

Another way teachers and parents communicate is through the student planners. Each student is provided with a planner at the beginning of the year. The students use their planner to keep homework assignments, upcoming tests and any other important information vital to their academic success. Teachers often jot little notes in the planner for the parents to read. The parents simply initial or sign in return that they've seen the information. This is a quick and easy way for communication to occur between busy teachers and parents.

Currently, MMS is partnered with Fairmont General Hospital, the local community hospital. This partnership allows for fundraising opportunities and support from business leaders in our community. We recently were able to obtain an automated external defibrillator (AED) for our school through this partnership. It is through the support and help of our parents and community that Monongah Middle has been able to become who we are today.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Academic excellence and high expectations are the focus at Monongah Middle School. The curriculum we use is based on the West Virginia 21st Century Content Standards and Objectives (CSOs) provided by the state and curriculum maps provided by the Marion County Board of Education. By using both tools, we believe that we are equipping students to achieve once they transition to high school and beyond.

MMS emphasizes reading and writing across the curriculum. Our Reading/Language Arts Department encourages students to develop strategies that support understanding language in real life situations. All students are provided with at least two complete class periods of RLA to ensure that they are given adequate time to gain the necessary skills. Students gain a better understanding in reading comprehension, vocabulary, and writing that demonstrates mastery in mechanics and usage to communicate ideas effectively.

Our Mathematics Department encourages students to apply their skills to real life applications. Problem solving is embedded in the curriculum, which spans at least two class periods for every student in the school. Students receive classroom instruction that integrates learning skills and technology tools with the content standards and objectives. During their time at MMS, students build on the mastery of basic computations and skills and by the end of their time focus on the skills necessary to master algebraic problem solving.

Students evaluate, interpret and predict conditions phenomena of the living and designed worlds through our science curriculum. Our Science Department engages students in the basics of biology, chemistry, earth sciences and physics, and builds on these skills, encouraging students to analyze, quantify and explain what they find. Students take part in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding of research and laboratory skills.

The MMS Social Studies Department enables students to investigate the world around them on a local, national, and international level. An emphasis is placed on examining the role of citizenship in the school and community, as students review various governments, economies and people from around the world. Students learn about their own roots as Americans and West Virginians, fostering a sense of pride in who they are.

Students have many opportunities through the Visual and Performing Arts program at Monongah. In the 5th and 6th grade, all students take part in art and music classes, building upon the basic skills they learned in elementary, while fostering an interest in the arts. Starting in the 6th grade, students have the option of taking part in choral and instrumental music. Our 7th and 8th grade choir provides students with vocal opportunities, as well as theatrical experiences with a musical play given at the end of each semester, while 7th and 8th grade band takes part in various concerts and parades.

Students take part in physical education and health classes yearly at MMS. This program explores recreational activities and lifetime fitness activities emphasizing lifelong wellness and social skills concepts. These classes express to all students the important benefits toward the goal of becoming a physically active adult. All students take part in the FITNESSGRAM yearly to meet the fitness standards.

Although all classes utilize and incorporate technology skills in some form, MMS also offers an Exploring Technology course at each grade level. This class emphasizes the appropriate and proper use of technology, beginning in their 5th grade year with basic keyboarding skills and an introduction to Microsoft Office and building upon these skills and basic research skills in the following years. Students

also take part in a program titled “TechSteps” which provides lessons for all core teachers to implement in the classroom that utilizes current technology.

Our Foreign Language Program gives students the opportunity to take Spanish starting in the 7th grade. Students are given the opportunity to develop their ability to speak, understand, read, and write in Spanish at a basic level in familiar situations. Students also learn about the history, geography and customs in the major Hispanic and Spanish communities across the globe.

Beginning in the 5th grade, all students begin to think about and explore their post-secondary options in our Developmental Guidance class taught by our school counselor. This class not only helps students transition into the middle school setting by focusing on learning styles, study skills, organizational habits, and building healthy and positive relationships, but also encourages students to start to explore their post-secondary and career options. Career exploration is given greater emphasis in the 8th grade when students take the class again with an emphasis on transitioning into high school and appropriate planning for post-secondary options. Students leave Monongah Middle ready to take on high school and with a plan for what they will need to succeed well beyond their secondary education.

2. Reading/English:

As with most any school, Reading/Language Arts (RLA) is an integral part of the curriculum at MMS. What sets Monongah apart from other schools is our use of language arts across the curriculum. Throughout the year you will find teachers in every discipline encouraging students to utilize and improve their reading and writing skills, through classroom assignments and the use of WV Writes – an online essay scoring tool that provides continual practice and automatic feedback.

The RLA program utilizes the CSOs provided by the WV Department of Education along with the curricular map provided by the county as a guide in creating their program. RLA teachers place an emphasis on critical reading and thinking skills and vocabulary development to enable students to comprehend and react critically to various genres of regional, national and international works. The program prepares students to interact with and express themselves among peers, at home, and in the community.

MMS strives to improve our students’ reading and writing skills through a variety of methods. Our first step in placing a greater emphasis on this subject came with us extending RLA classes to two periods, for all students, every day. The additional time has given teachers time to differentiate their instruction and find ways to meet students where they are and push them to not only achieve, but to excel. Since dedicating this additional time to RLA classes 4 years ago, we have shown consistent improvement in our WESTEST scores.

Students who are identified below grade level are provided with one additional class period of RLA a day through our Support for Personalized Learning (SPL) program, thus giving these students at least 120 minutes of reading and language arts focus a day. These classes incorporate proven programs such as Reading Assistant and FastForward (both Scientific Learning programs) to help the students harness their skills. We also provide program called “Critical Skills” for those students who are identified as needing additional assistance at the end of the first semester that gives the students an extra 4 hours a week in the spring after school.

Students who are identified as at or above grade level also utilize the SPL program, however their experiences are constructed to further advance their skills and comprehension. Students are encouraged to take part in a variety of activities, ranging from guided and student-selected reading to various creative writing activities. All students are frequently reassessed through classroom testing and county benchmarks and regrouped based on their progression.

3. Mathematics:

Another point of emphasis for Monongah Middle students is the use of mathematics. Just as in RLA, teachers in all disciplines find ways to incorporate mathematics into their curriculum. We take seriously the need to demonstrate to students how mathematics is an integral part of our daily lives and strive to give the students real-world applications to facilitate interest and learning in mathematics.

According to the curriculum map provided by our county board of education, we utilize a standards based approach to our teaching. Therefore, the textbook is a tool that can be used at the teachers' discretion instead of the guide itself, as we address the WV CSOs and curricular map. We employ a variety of methods to create connections among these standards. Students are given opportunities to work both independently and in groups, to share and explain their thinking. As stated in the previous section, students are required to explain their mathematical thinking on a daily basis, both verbally and in written form.

In 5th grade, the Scott-Foresman Addison Wesley's envision Math Series is utilized. In grades 6-8, we use the McDougal Littell Math series. Both a traditional text and a standards-based text come with the series. We mainly utilize the MathThematics book. Each module has a real-world theme which connects various standards throughout the module and applies them to real-world situations. We strive to arm our students with 21st Century mathematics skills.

To emphasize the importance of mathematics, students are given two class periods a day dedicated specifically to mathematics. Just as in RLA, any student who has demonstrated a need for additional help, through testing, benchmarks, and/or classroom performance are given one additional class period of math through our SPL program. Various programs and small group instruction are used during this time. In addition to extra instruction geared towards improving their lacking skills, students also use computer programs such as TenMarks, Academy of Math and V-Math to individualize instruction and provide these students an opportunity to work at their level.

Students who are at or above grade level also participate in the SPL program; however, these students are given opportunities to think "outside of the box" and extend their thinking in the area of mathematics. These enrichment classes encourage the students to gain a better grasp on problem solving and finding unique ways to solve math-related problems in the world around them. All students are frequently reassessed to determine correct placement and to address specific needs during their traditional math classes.

4. Additional Curriculum Area:

The Social Studies/History program at Monongah Middle School encourages students to investigate the world around them, not only with its current cultures and geography, but also how it once was. Our students utilize what they learn about the state of West Virginia and the world at large to encourage them to approach the world with both pride in their roots and a curiosity for the world around them.

Our students begin their time at Monongah Middle studying United States History. The course begins with the conception of the US at the American Revolution and takes students through the experiences of their forefathers up to present day. Visuals, videos and graphic organizers are utilized to provide the students with a better understanding of how America has progressed. The students also experience the integration of their history lessons with their Reading/Language Arts class, as both classes are at times taught in correlation with one another. For example, novels are read in reading about social studies concepts such as the Underground Railroad or the Holocaust when these areas are taught in social studies. The fifth grade students are constantly encouraged to apply the concepts they learn about American history to everyday situations they may hear about in the news or face themselves.

From United States History, the students progress into Regions of the World and World Geography in the 6th and 7th grade, respectively. During these two years, our students learn to analyze the relationships between cultures, history, environmental concerns, political and economic systems and the places in which people live. Students are encouraged to draw from a variety of sources to make educated decisions about events in the past and present. As students research the various aspects of these events, they learn how those involved are able to defend their positions and how responsible choices can be made. Their experiences in these classes also enrich their cultural knowledge and promote a lifetime of cultural tolerance and interest.

After reviewing the world at large, eighth grade students apply what they have learned about analyzing history and political and economic systems to the place in which they live. The West Virginia Studies course allows students to investigate the first inhabitants of the land through how 9/11 has impacted the state. Particular attention is given to the state during the Civil War and the choice to separate from the state of Virginia. The moral decisions that plagued the abolitionists are analyzed and students are encouraged to apply these issues to their daily lives. Citizenship and how the citizen influences public policies is also a major emphasis.

As previously mentioned, the town of Monongah has a rich and diverse history. The town began in the 19th century as a coal-mining town which drew in a variety of immigrants looking for a brighter future. Although the town was met by many adversities, including the Monongah Mine Disaster of 1907, we have always found a way to persevere. Throughout their experience at Monongah Middle, students are reminded of how the history of people around the world relate to their own past. In doing so, it is our aim to provide students with the necessary skills for living a satisfying and productive life.

5. Instructional Methods:

Monongah Middle School is dedicated to the educational success of all of its students. We recognize that each student is unique in abilities and learning styles and seek out ways to address the needs and varied interests of each child. There are numerous approaches and interventions that teachers use to differentiate instruction.

Teachers at MMS acknowledge that there are multiple forms of intelligence and use this to their advantage when bringing out the best in their students. Strategies used include instructors providing direct instruction, working one-on-one with students and students working together in cooperative groups. Students are often given the opportunity to “be the teacher” to educate themselves and their classmates with the guidance of their teachers.

Frequently, teachers from various disciplines will use stations in their classroom, thus allowing them to diversify students’ learning throughout the course of a class period. This method also allots time for instructors to work one-on-one with those students who may need additional attention. Students are also given a variety of reading experiences during their time at MMS, including shared, grouped, individual, take-home and “reader’s theater,” to foster a continued interest in reading.

The school’s special education and 504 programs ensure that the diverse needs of students with unique circumstances are met. Modifications through students’ Individualized Education Plan (IEP) and accommodations set by students’ 504 Plans allow students to obtain the best education possible in the least restrictive environment. The special education teachers utilize the student’s preferred modality when creating and implementing lessons for their students. The special education department also has provided teachers with “Brain-Powered Strategies to Engage All Learners,” a program that blends brain-based learning with best instructional practices.

MMS is also proud of our use of technology within the school. There are computers throughout the building, including two computer labs and a mobile lab, which teachers use on a daily basis. One of our

5th grade teachers has a computer lab in his classroom which he was awarded through a grant. Almost every classroom is equipped with Mimio Whiteboards and document readers to enhance lectures for visual learners. Students also enjoy using projectors to present and the Mimio Whiteboards to demonstrate their problem-solving skills for classmates. This past year, MMS was rewarded with a grant to purchase a classroom set of Kindles that has fostered a renewed interest in reading for some students. The school also recently updated its Audio/Visual equipment in our auditorium. This has allowed our band and choir students to demonstrate what they have learned in their classes and has also given students a chance to give classroom presentations on a grander scale in a unique environment.

6. Professional Development:

Professional development is an important part of the environment at Monongah Middle School. One way our teachers seek professional development is through a Professional Learning Community (PLC). One example is a group focused on exploring writing and informational text. Writing across the curriculum is a strong focus here at Monongah Middle School. This PLC consisted of both regular education and special education teachers from all grade levels.

Each school year, each teacher is required by our county to obtain 18 hours of professional development. Twelve of these hours are typically obtained at the beginning of the school year in the days preceding the students return. At the beginning of this year, our 5th grade teachers were trained on the Next Generation Standards, with all other grade levels to receive training at the beginning of next year. The remaining six hours are obtained in various ways throughout the year. PLCs, college courses, classes offered by our county and Regional Education Service Agency (RESA 7) and PD360 website are a few ways teachers may obtain hours.

Monongah Middle School is a Professional Development School partnered with Fairmont State University. Students in the Teacher Education program at the college work with our teachers and students to prepare the next generation of teachers. Each year we host both student observers and student teachers. We have many professional development opportunities through this partnership. Fairmont State University has hosted technology workshops that are open to our teachers at Monongah Middle. Through this partnership, we were able to apply for a \$5000 grant. We were awarded the grant at the end of last school year. We were able to purchase a class set of Kindles for classroom use. To ensure proper use, teachers attended professional development training on using the Kindles in the classroom.

Every professional development activity that our teachers take part in is aimed at encouraging student achievement, whether it is to enhance the content of what students are learning or the delivery of the information. Our teachers are constantly seeking ways to further their growth as professional educators. We lead our students by example, demonstrating the need for life-long learning.

7. School Leadership:

As stated previously, Monongah is a town proud of our coal-mining roots. As we have progressed into the 21st century the area has seen a significant decrease in mining, as well as many other industries and job opportunities that create a strong work-ethic for students to observe in the home. As a result, year in and year out over half of our student population receives free or reduced lunch, with some of our students living in extreme poverty. Although students may come from humble beginnings, we believe that at MMS we are preparing them to pursue fulfilling and productive lives, which stems from the expectations set by our administration.

Due to our small student population, our school administration consists of just our principal. His approach to leadership is one based on high expectations and respect for teachers, students and parents alike. His top-down approach sets the bar high, encouraging teachers to educate bell-to-bell, maintain proper classroom management, and to have respect for the students, parents, and the role they play in the school.

In return the students are also expected to maintain respect for the administration, the teachers, the school, and above all, themselves.

The principal took the helm at MMS during the 2007-2008 school year. He began his time at MMS by demonstrating to students that better behavior and choices were not only an expectation by the administration and staff, but that it was something they should demand of themselves. As he worked to set forth higher expectations for the student body and staff, he also worked hard to provide them with a school environment that was worthy of such respect. The school had seen minimal remodeling since being built, but our principal was able to raise funds to make updates throughout. So far, this has included improvements in the classrooms, hallways and a remodeled auditorium. As time has passed, the school climate has progressed with students having high expectations for themselves, their classmates and the faculty.

In working with the principal, it is easy to see that his highest expectations are for himself. He is typically the first one to the school and the last one to leave, constantly seeking ways to help bridge gaps for individual students and teachers. He spends a great deal of time educating himself on policies and issues in both the state and national boards of education. He volunteers much of his time to various PLCs and committees, finding ways to continually improve the quality of education at MMS and fighting for the rights of students in our attendance area. Although his humility prevents him from admitting to the part he has played in the success at MMS, he is a phenomenal example and asset for the students, staff and community of Monongah.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	71	58	67	77	88
Above Mastery, Distinguished	40	26	33	31	52
Number of students tested	52	66	51	52	42
Percent of total students tested	100	100	100	98	89
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	64	49	64	74	83
Above Mastery, Distinguished	29	16	21	30	52
Number of students tested	28	37	33	27	23
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	0	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	0	Masked
Number of students tested	3	3	3		3
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished				Masked	
Above Mastery, Distinguished				Masked	
Number of students tested				1	
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	3	5	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing					

during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	77	59	51	71	83
Above Mastery, Distinguished	52	32	16	33	38
Number of students tested	52	66	51	52	42
Percent of total students tested	100	100	100	98	89
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	71	46	45	78	83
Above Mastery, Distinguished	39	24	15	41	26
Number of students tested	28	37	33	27	23
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked		Masked
Above Mastery, Distinguished	Masked	Masked	Masked		Masked
Number of students tested	3	3	3		3
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished				Masked	
Above Mastery, Distinguished				Masked	
Number of students tested				1	
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	3	5	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	61	63	62	70	91
Above Mastery, Distinguished	42	28	40	26	47
Number of students tested	62	46	53	47	45
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	52	50	69	67	95
Above Mastery, Distinguished	27	15	46	11	47
Number of students tested	33	26	26	27	19
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked	Masked		Masked	Masked
Above Mastery, Distinguished	Masked	Masked		Masked	Masked
Number of students tested	3	2		3	1
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	4	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	76	63	34	66	89
Above Mastery, Distinguished	39	28	0	23	48
Number of students tested	62	46	53	47	46
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	64	54	35	67	85
Above Mastery, Distinguished	36	23	0	11	50
Number of students tested	33	26	26	27	20
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked	Masked		Masked	Masked
Above Mastery, Distinguished	Masked	Masked		Masked	Masked
Number of students tested	3	2		3	1
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	4	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	58	59	55	69	78
Above Mastery, Distinguished	31	23	31	19	20
Number of students tested	52	56	49	48	46
Percent of total students tested	100	98	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	44	57	47	75	71
Above Mastery, Distinguished	12	25	23	17	14
Number of students tested	34	28	30	24	28
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked		Masked		Masked
Above Mastery, Distinguished	Masked		Masked		Masked
Number of students tested	2		3		1
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished		Masked			
Above Mastery, Distinguished		Masked			
Number of students tested		1			
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	4	3	7
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year. *During the 2009-2010 School year, we had one seventh-grade student who was deemed Medically Fragile at the time of testing. The school received a pardon from the West Virginia Department of Education's Office of Education Performance Audits for this student. This student accounts for the missing 2% who was not tested that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	56	45	18	63	76
Above Mastery, Distinguished	31	20	4	23	35
Number of students tested	52	56	49	48	46
Percent of total students tested	100	98	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	47	32	10	71	68
Above Mastery, Distinguished	15	18	0	25	29
Number of students tested	34	28	30	24	28
2. African American Students					
Mastery, Above Mastery, Distinguished	Masked		Masked		Masked
Above Mastery, Distinguished	Masked		Masked		Masked
Number of students tested	2		3		1
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished		Masked			
Above Mastery, Distinguished		Masked			
Number of students tested		1			
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	4	3	7
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year. *During the 2009-2010 School year, we had one seventh-grade student who was deemed Medically Fragile at the time of testing. The school received a pardon from the West Virginia Department of Education's Office of Education Performance Audits for this student. This student not testing accounts for the missing 2% of students not tested.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	69	52	52	57	73
Above Mastery, Distinguished	39	28	38	9	30
Number of students tested	51	46	48	44	44
Percent of total students tested	98	98	98	100	90
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	2	2	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	68	50	48	46	71
Above Mastery, Distinguished	40	25	28	14	21
Number of students tested	25	24	25	28	28
2. African American Students					
Mastery, Above Mastery, Distinguished		Masked		Masked	Masked
Above Mastery, Distinguished		Masked		Masked	Masked
Number of students tested		2		1	4
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished	Masked				
Above Mastery, Distinguished	Masked				
Number of students tested	1				
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	3	6	7
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year. *During the 2009-2010 School year, we had one eighth-grade student who was deemed Medically Fragile at the time of testing. The school received a pardon from the West Virginia Department of Education's Office of Education Performance Audits for this student. This is why only 98% of the class was tested that year.

13WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2008 Publisher: WVDE/CTB-McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	55	37	52	70	80
Above Mastery, Distinguished	25	15	19	9	45
Number of students tested	51	46	48	44	44
Percent of total students tested	98	98	98	100	90
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	2	2	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	52	25	48	61	79
Above Mastery, Distinguished	20	13	20	11	36
Number of students tested	25	24	25	28	28
2. African American Students					
Mastery, Above Mastery, Distinguished		Masked		Masked	Masked
Above Mastery, Distinguished		Masked		Masked	Masked
Number of students tested		2		1	4
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished	Masked				
Above Mastery, Distinguished	Masked				
Number of students tested	1				
4. Special Education Students					
Mastery, Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Above Mastery, Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	3	6	7
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery, Distinguished					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST changed to WESTEST 2 in the 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of the Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, accounts for 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011. The WESTEST 2 is a more rigorous version of the WESTEST, requiring students to answer questions with greater depths of knowledge. The effects of this increase in complexity can be observed in the decrease of percentage of students scoring at or above proficient (Mastery, Above Mastery, or Distinguished). *Please note that the number of students who were actually enrolled at the time of testing during the 2007-2008 school year was not available. In calculating the percent of total students tested, we utilized the number of					

students enrolled as of October 1, 2007. Therefore, we believe that students transferring in and out would explain why the percent of total students tested is above and below 100% for certain grades during that year. *During the 2009-2010 School year, we had one eighth-grade student who was deemed Medically Fragile at the time of testing. The school received a pardon from the West Virginia Department of Education's Office of Education Performance Audits for this student. This is why only 98% of the class was tested that year.

13WV2